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ABSTRACT

Housed in structures formerly used by a church, the 5th City Preschool is located in one of Chicago's poorest black ghettos. The 228 infant-to-kindergarten-age children (78% Black, 22% White) are all from families living in the 5th City area. The program emphasizes the development of the total child and concentrates on helping children to build a strong self-image. The curriculum encompasses reading, language, math, writing, drama, musical instruments, architecture, poetry, drama, sculpture, prose, songs, and pictorials. A stable daily sequence of events is followed. To create structured relationships within a class, children are given practical roles and jobs, wear uniforms, march in groups, sit, wait and stand together. Daily teacher meetings are held on curriculum planning and training. The program is an important segment of a comprehensive community reformation experiment and personnel will gradually be replaced by community members. Sponsored by the Church Federation of Greater Chicago, other centers operated on the same basis are located in 18 other cities including Bombay, India, Sidney, Australia, and Hong Kong. The directors of these schools are trained at the 5th City Preschool. Information is included on organization, staff training and resource use. (AJ)

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DAY CARE PROGRAMS

REPRINT SERIES

"LIFE IS GOOD, RIGHT? RIGHT!"

5th City Pre-School
Chicago, Illinois

Principal Author: Brigid O'Farrell

Field Observers: Linda Gaines
Nereida Lluria
Michal Ann Sommerman

Case Study from Vomume II-A

A STUDY IN CHILD CARE

sponsored by

The Office of Economic Opportunity

PS 004855

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National Center for Educational Communication

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AT A GLANCE

GENERAL

SINGLE CENTER in Ecumenical Institute building

SPONSORED BY: Ecumenical Institute (private, non-profit organization)

ADMISSION CRITERIA: Parents must live in 5th City area

TOTAL CHILDREN: 228 enrolled/197 A.D.A (11% infants, 23% toddlers, 48% pre-school, 18% half-day after kindergarten)

TOTAL PAID STAFF: 24 (19 full-time) 824 hours/week

TOTAL IN-KIND STAFF: 13 (all full-time) 520 hours/week

HOURS: M-F, 8:00 a.m. - 4:00 p.m., 47 weeks

SPACE: (sq. ft./child): Indoor: 18,400 (82/child)
Outdoor: 12,000 (53/child)

CENTER OPENED: September, 1965

STAFF POSITIONS: Director, 3 Administrative Teachers, Social Worker, 8 Teachers, 6 Teacher Assistants, Bookkeeper, Nutritionist, 2 Custodians, Cook

CONTACT: Director, Fifth City Pre-School
Ecumenical Institute
3444 W. Congress Parkway
Chicago, Illinois 60624

312-722-3444

DISTRIBUTIONS

ETHNIC: Children: 78% Black, 22% White
Staff: 25% Black, 75% White

SEX: Children: 43% girls, 57% boys; Staff: 79% women, 21% men

OVERALL ADULT/CHILD RATIO: 1 to 5.6

ADULT/CHILD CONTACT HOUR RATIO: 1 to 7

FAMILY STATUS: 49% complete, 45% mother only, 3% father only, 3% surrogate

PARENT EMPLOYMENT: 58% employed, 33% unemployed, 6% in school or training, 3% not seeking work

COSTS

TO PARENTS: None

TO CENTER: $1,301 per child/year, $0.75 per child/hour

ESTIMATED FUNDING, 1970 - 71:

Ecumenical Institute	$ 91,200
In-Kind	165,000
	$256,200

NOTABLE ELEMENTS

CURRICULUM AND METHODOLOGY

STAFF TRAINING AND DEVELOPMENT

COMMUNITY REFORMULATION

5TH CITY, NOVEMBER 1970

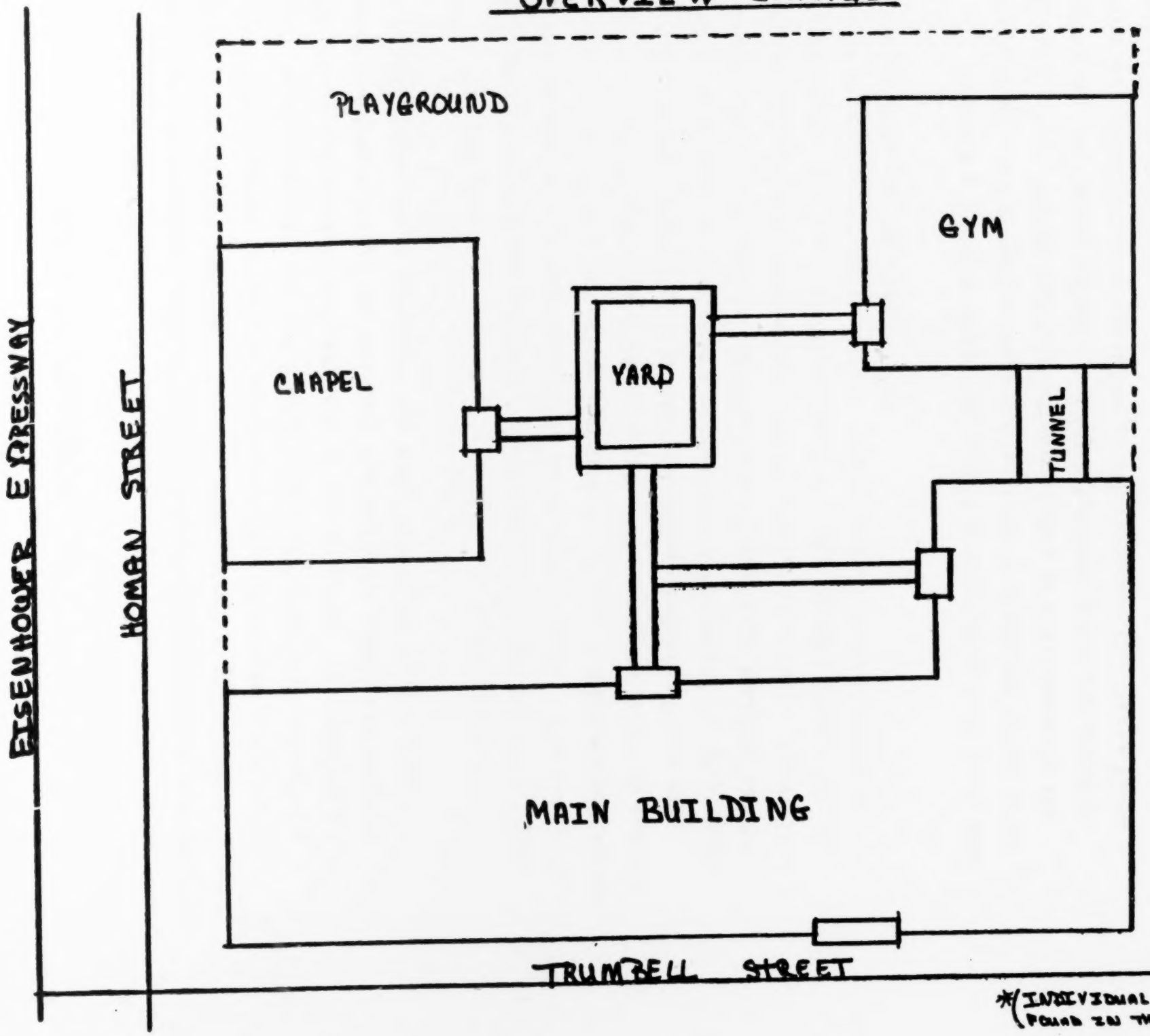
5th City is unique. The pre-school operation is only part of the larger Ecumenical Institute and 5th City Community Organization, but they are all interrelated. The day care center is more than a desperately needed service to the community--it is also a pilot program developing methods and models for worldwide use, and all the staff members work at both aspects of the program. Developing a model for international use does not handicap the child care aspects of the program, but it colors all the daily activities in the center.

The 5th City Pre-School is located in the heart of one of Chicago's poorest Black ghettos. It's 10 minutes from the busy Loop, but the streets are usually deserted, not a soul in sight. The center is housed in one of the Ecumenical Institute buildings, a dilapidated warren of structures formerly used by a church. The complex takes up almost an entire block: one large four-story building used for offices and sleeping quarters, a gym, and a chapel with a courtyard in the center. From the street, however, only the back of one large building can be seen, facing several condemned houses across the street. There is no marking or any form of identification on the outside except for the flow of people in and out the door. There are almost 200 Institute members living in 5th City.

There's a uniformed private guard on duty after 4:00 p.m. and on weekends, and someone from the Institute is stationed at the door 24 hours a day. Some Institute personnel live in apartments in the next block; they never go back and forth between home and Institute alone, and usually call to alert the guard whenever they leave home to come to the main building.

The day care center occupies about 8% of the total space of the Institute complex and is divided by age groups into the "Infant," 'Mini-,"

OVERVIEW - CAMPUS *



*(INDIVIDUAL FLOOR PLANS ARE FOUND IN THE APPENDIX)

"Prep," and "Kinder" schools. The "Jets" is an after-school program for those children in the elementary grades and does not come under the direction of the Pre-school. The program does, however, reinforce the curriculum taught to the pre-school children. Infants are on the third floor of the main building, three-year-olds in the chapel, four-year-olds in the gym, and five-year-olds in a connecting tunnel. The five-year-olds attend half-day, morning or afternoon, when they are not in public kindergarten. The facilities are inadequate in the extreme, made livable only by the imagination and hard work of staff and parents. Almost all equipment is donated or homemade.

The spirit and atmosphere of the place, despite its grim environment, is overwhelming. Songs and rituals are a large part of the program, and the children sing at the beginning and end of the day, before and after meals, in classrooms, while marching from place to place. The living style of the Institute pervades everything; it is an entire world, very much isolated as an enclave of hope in a failed city, and yet to a large degree part of the surrounding neighborhood. The Institute's members are predominantly White, in a totally Black neighborhood. The majority of the children in the pre-school, however, are Black, except for the children of the Institute staff (13%). Six of the 19 teachers are from the community. The parents are constantly in and out of the buildings, bringing kids and taking them home, or participating in parent activities; the ethnic mix is cheerful and cooperative.

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Children are at the center from 8:00 a.m. to 4:00 p.m. A few stay until 5:00 p.m., or whenever someone picks them up. There is always somebody to watch over the late-stayers. The center is open 47 weeks a year, with a two-week vacation and three weeks of staff training. The general tone is hectic--228 children, frantic schedule revisions to cover teacher absences, the director functioning at full tilt inside and outside the center, parents and teachers and Institute staff coming and going, and little children everywhere.

That director, at present, is Lela Campbell, the most dynamic force in the Pre-school. Lela is about 5'9" tall, with long black hair, in her late 20's or early 30's, extremely attractive. She worked in an orphanage and in South America and was a social worker in 5th City before becoming center director. Lela works at a helter-skelter pace, involved in a thousand and one things at the same time, and managing to get at least the most important ones done.

Since government funds are funneled through one office of the City of Chicago, and money for the 5th City Pre-school is extremely short, Lela spends considerable time fund-raising. She also substitutes in the classroom, helps with lunch, works with parents and the community organization, and fulfills additional responsibilities to the Ecumenical Institute. Two years ago she and one of the leading parents in the community went out and knocked on doors to get children enrolled in the center. Now there is a waiting list of about 50 kids and no recruiting effort is necessary.

In addition to seeking funding and generally trying to make the center run, Lela works closely with the Institute's finance office. She also spends a good deal of time, although not as much as she would like, with the staff in teacher-training, continuing to refine the ongoing training schedule and the six-month intensive course for teacher development, and in curriculum development. She is open to new ideas and new ways of doing things, weighing and examining to see how suggestions might fit into the Ecumenical Institute plan.

Lela Campbell has great rapport with the children, staff and community. She is quite conscious that the goal is for the community to take over the center, and that her responsibility is in effect to work herself out of a job. She is also sensitive to the problems that this goal entails. Staff members are trained to fill all positions at the center, and Lela could be rotated to other duties at any time, but

it is hard to imagine the 5th City Pre-school running without her--most certainly it would be a different sort of operation under another head.

In November 1970, there was a great deal of Lela Campbell in the 5th City Pre-school, and the school was working. It was all bustling vitality; one comes away with strong memories of kids swarming in the halls singing, "The 5th City Kinder School is marching by," and teachers hurrying about in their red and white print uniforms. The confidence of the parents has been secured; enrollment is swelling beyond the capacity of staff and building to handle it. Although there are physical disadvantages to the school, the children of the community have no place else to go And as their lives are improved through the day care center, the lives of their families and the community at large are also improving.

NOTABLE ELEMENTS

In a real sense, the most noteworthy thing about 5th City Pre-School is its continuing survival in a tough, demanding environment. The fact that 5th City has also worked out its own curriculum and methods, trained its own staff, and organized its own community is a reflection of the power of the sponsoring agency's philosophy.

Curriculum and Methodology

The Ecumenical Institute worked on the curriculum before the Pre-school opened. The target? The total child. The aim? The promotion of a strong self-image as the basis for the emergence of an orderly self-structure out of life's chaotic data. 5th City staff continually develops and refines the school's curriculum which is defined as:

> ". . . a symbolic structure which enables an individual to put temporal order on the chaos and which is comprehensive, internally consistent, and open-ended to allow for a changing world."

The theory behind the curriculum and methodology is called "Imaginal Education" by the Institute, one of three processes employed to attack the underlying problems of large cities. (The other two are titled "Social Constructs" and "Community Organization.") It begins with infants, carries on to affect public schools and adult education up through senior citizen programs, motivating free, intelligent, responsible involvement in society. It is based on the following logic: 1) we all operate out of images; 2) these images determine our behavior; 3) these images can change; 4) a teacher can give the individual opportunities to change these images.

The task of Imaginal Education is to give the student the opportunity to "self-consciously" decide who he is going to be and how he is going to relate to his own life. In order to do this, 5th City has developed

a model curriculum with corresponding tools, structures and methods to make it operational. The model itself is contentless. The skilled teacher develops specific events for particular classroom situations within the guidelines of the model.

The following is an outline of the model. The curriculum is divided into four areas with accompanying teaching tools:

I. Basic--enabling the child to become aware of and operate from an inclusive picture of life, the content being the natural sciences and philosophy. Reading and languages are stressed in relationship to the felt need of the community. Tools used: reading, language, math, writing.

II. Relational--concerned with the child's social relationships, and divided into economic, political, and cultural areas. Tools used: drama, musical instruments, architecture.

III. Psychology--dealing with recognition of the individual and his ability to interpret his experiences in life. Tools used: poetry, dance, sculpture.

IV. Imaginal--enabling the child to self-consciously decide to participate in his world, and to decide how he is going to relate to it. Tools used: prose, songs, pictorials.

An important aspect in using this curriculum is time. The same daily time design is used for all age groups. In structuring time, the staff tries to provide a stable sequence of events from day to day, yet they program a variety of activities within that sequence.

Ritual and songs play a significant role in the content of the curriculum and in the time structure. They are used to open and close the day and are used throughout the day as transitions from one location, activity or curriculum area to another, within the time design. For example, the opening ritual in all of the classes includes various songs and chants which point out to the child that he is now in school and about to begin a new day. He has a choice of "living this day or throwing it away." He is told that he is part of a universe with many cultures (Universe Song), and that he lives in a bustling city (This is the Drum of the City). Texts of songs and chants and a daily time design are included in the Appendix.

Space and relations are also structured. Decor, space and clothing help make the child's total day into a learning experience. To create structured relationships within a class, children are given practical roles and jobs. Teams, leaders, jobs and roles are rotated and responsibilities shared to develop a sense of "corporateness" in the class, as well as individual self-image.

Teachers enable the children to make a decision to participate in the Pre-school's activities. These decisions are reinforced by the wearing of uniforms, marching in groups from place to place, and sitting, waiting and standing together. The children are led to make individual decisions to be part of the group, and then to accept the responsibility of group membership.

The complete Pre-school curriculum is repeated twice a year, initially over the first three-quarters and then reviewed during the last quarter. For infants and toddlers, the curriculum is repeated on a monthly or quarterly basis. It is a "spiral" curriculum, reduced to its simplest level for infants and expanded and enriched as a child grows and broadens his theoretical understanding of life.

Fifth City has also developed a methodology to make the curriculum operational. It is in this area that many of the school's most interesting procedures occur. The methods used most often at 5th City are called the art form methodology, gridding, problemating, gestalting, and charting.

The art form methodology relates curriculum areas to the child's experiences, taking him through a logical process to a decision point. The child encounters an objective situation and makes observations about the data he receives; this corresponds to the relational curriculum. He is brought to the point of interpreting the situation in relation to himself, which is psychological. Finally, he must decide about the relationship he is going to take to the situation, which is imaginal. An example:

> Fontella refuses to eat her lunch. The teacher reminds her that when she comes to Pre-school she eats, and that she can eat with the group or by herself. The decision she faces is not whether she will eat, but where and how she eats. She decides to eat alone, and is allowed to do so. In about 15 minutes she reconsiders and rejoins the group.

After the decision is made to participate in the given situation, a song is sung by the teacher or the group to affirm the decision and to indicate to the child that he is responsible for the consequences. Teachers and children were observed quietly going through this process in the most chaotic situations, whether for discipline, talking about a story or painting a picture.

Gridding is a process of simplifying physical space symbolically to give an individual an overall picture of a particular area, as a postman might grid his delivery area to decide the most efficient way to deliver the mail. A grid is a simple symbolic representation of an area, including its most important aspects. In 5th City terms, it is "not bound by the past but rather points toward the future." Infants are taken around their rooms to grid them, showing them where they are diapered, where they sleep, eat, exercise, and so on. The teacher talks to them about the gridding, and draws simple pictures or line drawings to help in orientation.

Problemating and gestalting involve brainstorming all the problems in a particular area (every answer is honored), categorizing the

problems into broad groups, organizing the problems within the groups, redefining the problems ("flipping," in 5th City terminology) into goals, and then constructing a time-line, strategies, and tactics to accomplish these goals. In a pre-school context, obviously, such sophisticated approaches must be grossly simplified, but an attempt is made to apply the techniques at the level of experience of the children involved.

Charting is a simple method of organizing space using identification tags (in the mind, if not in physical practice). The Institute likens it to the process of reading by scan, dividing paragraphs according to the author's structure of thoughts, putting names on the divided sections to give an overall picture that is "enabling rather than paralysing." The Institute speaks of "getting a picture of the author's mind." In practice, in infant school for example, one might chart a classroom full of infants: infants in high chairs, infants in low seats, Black infants, White infants, etc. The teacher might arrange chairs and infants in this way, then draw a large picture of the overall organization. The motive, again, is to make order out of chaos, to teach children to order their own reality.

The Ecumenical Institute feels that the use of this specialized curriculum and methodology enables the teacher to reflect continually on what is happening in the school, community and world, and in this context to "push the school program to a new edge." Teachers at 5th City are exceptionally well-drilled in its application and in the terminology by which its elements are described and designated. (Teacher interviews showed a remarkable consistency in use of terminology and insistence upon application of Institute philosophy to classroom situations.)

Application of the curriculum and methodology requires a great deal of creativity and role-playing skill of the teacher. (Institute literature talks of teacher roles of "Affirmer," "Social Engineer," "Question Raiser," and "Magician" for the psychological, relational, basic, and imaginal areas of the curriculum respectively.) Materials and equipment are not considered a necessity in the program; as much as possible

is left up to the imagination of the teachers, in keeping with the universal transferability goal for the program.

Within this curriculum the basic educational needs of the children are being met. The specific materials used for social-emotional development, cognitive development, nutrition, and health needs are discussed in the section on the Basic Program.

Staff Training and Development

The training program at 5th City is divided into two parts: six months of intensive training (class lectures and observation) and ongoing training for all staff. This program enables residents without formal accreditation to hold positions as full teachers, and keeps both accredited and non-accredited teachers up-to-date on new methods and curriculum. It also enables all staff to work in any area of the center program, and with any age level of children. The in-house training is supplemented by the availability of GED courses through the Community Organization. Also, two staff members per semester are allowed to take university courses free of charge.

The stated objective of the program is to develop trained teachers who are not only competent in child care, but who also can function as trained leaders, operating as a corporate body, able to reflect on and evaluate what is happening at the school while at the same time broadening their own resources through travel and study.

The six-month intensive training session for new teachers is taught by staff in the Ecumenical Institue. Participants go to classes half-day, learning songs, rituals, how to read and write curriculum designs, etc. The second half of the day is set aside for classroom observation and practice teaching.

In-service training consists of approximately three and a half weeks: two weeks of intensive training in the summer while the center is closed, plus a week and a half of holiday and other vacation time, part of which is ideally devoted to Institute-sponsored travel. There is also an hour or two-hour noon staff meeting four days a week, primarily devoted, either directly or indirectly, to staff training.

The daily meetings are for curriculum writing (Monday and Tuesday noon); planning, leading and attending study meetings (Thursday noon); and planning, leading and attending corporate staff meetings (decision-making) on Friday noon. Teachers are expected to show visitors around, explain school programs and be ready to fulfill public speaking engagements. They also get experience in all the classrooms and the administrative office of the center on a rotation arrangement so that each teacher has an understanding of the entire school.

Through this program, all teachers are qualified administrators as well as teachers -- qualification indispensable for effective decision-making about the school. Teachers are continually trained in curriculum writing, lesson planning, designing time-use models, using space, creating materials, song writing, symbol building, public speaking, child care and model building.

The director is responsible for the overall smooth operation of the program, as well as continual evaluation and refinement of it. She is guided by a staff training model designed to make the system readily transferable, and she continually tries to improve that model. Both director and staff are focusing attention on two areas: the model, and the specific content of that model. The overall model -- "methods and constructs which order chaos and allow for self-conscious reflection" --

is "contentless;" it is the form into which the content of the particular application (in this case 5th City) is poured. Since 5th City is not only a fully functioning center but also the pilot program for model-building, both areas are given detailed attention.

In the view of the Institute, the hundreds of thousands of children currently left uneducated because of poverty and deprivation represent a worldwide crisis in education. The model is intended to help alleviate that crisis by developing self-confident teachers able to function in any situation. To do this, according to the Institute, teachers must make a "self-conscious decision to be teachers, in the context of the whole world."

The 5th City teachers are, in fact, a spirited and self-confident group. Nine teachers without formal accreditation are now working as full head teachers. The same positive self-image instilled in the staff is carried over to the children, and the vitality and creativity of the staff seem to have a very positive effect on the children. Similarly, the training in curriculum writing helps bring more engaging materials to the classroom, with resulting beneficial effect to the children.

Staff are encouraged to travel as a vital part of their training, broadening their understanding of the world and the approach they are then able to bring to the classroom. In the spring of 1970, a group of 5th City teachers visited the East Coast, where they found themselves unexpectedly asked to speak before nine university classes. They responded without hesitation. Some of them had never been out of Chicago, if out of the 5th City area; many had never been near a university before. Several of the teachers also went along with members of the 5th City Community Organization and the Ecumenical Institute on a recent trip around the world -- individually financed, but regarded by the Institute as an invaluable element in broadening the perspectives of staff and community.

A copy of the staff training model and the meeting structure is included in the Appendix.

Community Reformulation

The 5th City Pre-school is an important segment of a comprehensive Community Reformulation Experiment. Although the school is presently staffed primarily by Institute personnel, they will gradually be replaced by community members. A similar transfer has already occurred in other areas of the Community Organization, now an independent corporation with the Institute providing assistance when requested.

The entire 5th City project is a pilot program of the Institute aimed at developing a model for community reformulation which would be transferable to any other community. Four years of research and experimentation have led the Institute to identify three foundation problems of the inner city crisis: a self-depreciating "victim" image; absence of local structures to provide access to the available social benefits; and lack of a way for community people to participate in the decision-making processes which affect their destiny.

To meet these three basic problems, the Institute has designed a comprehensive approach based on five fundamental operating presuppositions: 1) A community reformulation project must be conducted within a limited geographical area; 2) it must deal with the "depth human problem" within the area; 3) the key to the identity-building phase of community reformulation is the use of symbols; 4) all critical problems of the community must be dealt with simultaneously; 5) all age levels in the community must be involved and benefitted.

In keeping with these presuppositions, the Institute has developed an extremely complex and comprehensive organizational plan for action. Imaginal Education -- to reformulate the self-image of community members -- is put into effect in the Institute's classes as well as in the Pre-school and in the teacher training program discussed previously.

Five problem areas -- economic, political, educational, arts and life style -- have been identified, and organizational structures --

called "constructs" -- have been developed to work toward making existing social machinery more effective and more readily available. Each problem area has four "constructs," each construct has four projects, and each project four functions. A detailed chart of this organization is included in the Appendix to this volume.

Fifth City provides a decision-making function and power base. The entire community meets quarterly as the Congress, making community decisions on a town-meeting model. Forty community leaders meet monthly for interim decision-making in a group called the Presidium; this consists of the heads of the Guilds and Stakes. Guilds are groups of community people with special interests in particular action areas such as politics, education and economics. Stakes are the smallest organizational unit in the community, directed care units which take care of people's needs through referral, and assist in dissemination of community information. A third body, the Board of Managers, is responsible for seeing that the decisions made by the Congress and the Presidium are carried out. This board is composed of thirteen trained community members, and is now almost totally independent of the Ecumenical Institute. There are eight Institute members who provide advice and assistance when it is requested.

Fifth City addresses specific issues, some of them directly affecting the Pre-school. During the past year 5th City has started the "Jet Program," a structured educational tutorial program for after-school children. The community assisted in recruitment to bring Pre-school enrollment from 160 to 230 children. It recruited and held classes for a GED program, graduating five community members. It secured work on a $1.5 million FHA loan, and increased its "Health Outpost" staff from one to two doctors in the past year.

The community has established a federal credit union, a community housing rehabilitation corporation (run by community members), an employment referral service, and a garbage control and rat extermination program, in addition to the Health Outpost (two part-time doctors, a registered nurse, and a direct relationship with a city hospital). A Health

Outpost poster is included in the Appendix. The community organization structure also supplies advocacy personnel to follow up on referrals, which include those made to the Social Security Office, private businesses, Employment Security, City Housing, Family Planning Service, public schools, neighborhood legal aid, neighborhood centers, City Police Department, hospitals, the Department of Public Works, property managers, job training programs and City Hall.

The Pre-school falls under the problem area of education, as one of four constructs. It is broken down into four projects: infant, mini-, pre-, and kinder schools. Although it is primarily run by Institute staff at present, parents and residents have been brought in and trained as teachers, and parents are encouraged to provide volunteer aid. The Pre-school provides some paying jobs for members of the community, while the community, through the community structures, will eventually direct the operations of the school. There is a mutual referral system, with the community sending children and parents to the Pre-school, and the Pre-school staff referring children and parents to other social services within the community (health care, housing, advocacy follow-up, etc.)

The Pre-school is currently one of the key elements in the success of the 5th City Community.

BACKGROUND INFORMATION

History

The Ecumenical Institute began in Evanston, Illinois as a division of the Church Federation of Greater Chicago in 1956. In 1962 it became an autonomous division and the present core faculty moved to Chicago's inner city; there it has remained. The mission of the Institute is twofold, consisting of a national program in theological education, and the 5th City community reformulation project. It is a non-profit organization chartered by the State of Illinois, and dependent on donations.

The 5th City experiment is designed to make the community capable of mobilizing its own leaders and resources to care for the needs of its own people. The role of the Institute staff in this design is that of a starter motor or pump primer; it provides the initial resources and personnel to enable the social machinery of the community to come into being. Its primary responsibility is to develop methods to determine and meet human needs -- methods readily transferable to any of the world. The faculty of the Institute has formed a corporate community.

Although the main offices of the Ecumenical Institute are in Chicago, the Institute is an international organization, with "outposts" all over the United States and the rest of the world. The Institute emphasizes man's global nature, and other cultures and countries are given considerable importance in Institute curricula.

The 5th City Pre-school was begun in 1965, after two years of intensive study of the neighborhood through the community organization. Some funds in the past have been secured through Head Start, but additional expenses

are simply absorbed by the Institute. The educational philosophy, curriculum and methodology, and staff development and training for the Pre-school are all tightly interwoven with institute philosophy.

The Pre-school has become a primary location for the community reformulation activities of the 5th City project. Day care centers now operating on the same basis as the 5th City Pre-school are located in the following cities:

Los Angeles, California (bilingual);
Federal Way, Washington;
Oklahoma City, Oklahoma;
Denver, Colorado;
Rochester, New York;
New Orleans, Louisiana
New Haven, Connecticut;
Detroit, Michigan;
Dallas, Texas;
Racine, Wisconsin;
Boston, Massachusetts;
Lake Bluff, Illinois;
Deerfield, Illinois;
Montreal, Canada;
Bombay, India;
Sydney, Australia;
Darwin, Australia;
Hong Kong.

The directors of these pre-schools were trained in the 5th City Pre-school.

Community

This center serves only the clearly defined 16-block area which is 5th City (see map in the Appendix). It serves approximately 230 children at present, with a waiting list of 50--far below the current needs of the neighborhood.

The area population is approximately 98% Black, 1% Anglo, with the remainder Puerto Rican and Chicano. It is an economically, socially, and culturally deprived area disturbed by riots, terrorized by gangs, and hard-hit by poverty. There are few employers located within 5th City.

This 16-block area is not unlike much of Chicago's inner city or any other large inner city in the nation today, and the need for quality day care facilities is great. Infants, pre-school and school age children are in need of facilities throughout the metropolitan area. In the Chicago area, there are more than 38,000 children of pre-school age who could use day care centers; only 4,000 spaces for children now exist. Many of these are privately owned and completely unavailable to the people of 5th City.

Parents

Approximately 87% of the parents of 5th City Pre-school children are Black; the 13% who are Anglo are members of the Institute who live in the main building or in the neighborhood. These institute members are not permanent in the area and may be assigned elsewhere at any time. The director of the Pre-school estimated parent income levels as follows:

Income Level	Families
Below $3,000	14%
$3,000 - $4,000	50%
$4,000 - $5,000	25.5%
$5,000 - $7,000	10%
$7,000 -$10,000	0.5%

Family status and employment statistics are included in the At A Glance chart at the front of this study. Center families average three children.

Approximately 90% of the parents left school between grades seven and twelve. Five percent have college degrees and are Ecumenical Institute staff.

Parent Education Achievement

	Mother	Father
6th grade or less	5%	2%
Grades 7 - 11	50%	86%
High school graduate	40%	7%
College degree	5%	4%
Graduate work	0	1%

It is estimated that 95% of the community's families are in need of, and eligible for, day care services. Each year the center gets some 125 applications, many from families outside the community. Because of limited space, funds and staff, they cannot be accommodated. Admission is on a first-come, first-served basis for residents of 5th City, and according to degree of need for day care.

Forty-five percent of the center children need day care because no one is home to care for them. They need educational enrichment and remedial education. Six of the children have extreme emotional disturbances, and three are mentally retarded and also have speech disturbance.

BASIC PROGRAM

Education

The sophisticated curriculum and methodology of the Pre-school program is an expansion and elaboration on basic early childhood development programs. Fifth City is concerned that the children achieve the fullest possible total development socially, emotionally, and physically. Beyond this, the materials and methods are aimed at developing very positive self-images, at teaching the child to bring structure into his own often chaotic life, and at enabling the child to handle any situation that arises. The goal is to bring the child to the point at which he can make conscious decisions affecting his own life and activities, within the particular limits of a given situation.

The basic education program is divided into the pre-school program and the infant program. All the children are divided into groups by chronological age.

Infants range in age from six weeks to 18 months. Toddlers range from 18 months to three years. All facilities are quite crowded, with little in the way of equipment and materials. The 26 infants are located on the fourth floor of the main building, in approximately two-and-a-half rooms. One room, with a large window looking out on the courtyard and playground, contains infant seats and high chairs for all the children. There is a connecting doorway to the next, smaller room, which has a small stove, refrigerator, sink, diapering table, a few high chairs and playpens. This room leads into another small room with cribs and playpens; another room across the hall also has cribs. The playpens are divided in half and used as sleeping cribs. Floor plans of each area are included in the Appendix.

Toddlers are in another room, adjacent to the main building and connected to the kinder school tunnel; their room is overcrowded and

poorly lighted. The same daily time structure and curriculum schedule are used for infants and pre-schoolers. The day begins and ends with ritual songs and chants, and there is strong stress on using materials from other countries, as well as books, records, and other materials for Black children.

Self-reliance is taught to infants through self-feeding, toilet training, dressing, walking by themselves, putting coats on, putting toys away, clean up, washing their own hands with paper towels, and helping other children help the younger, when possible. Special facilities include small eating utensils, feeding tables, coat racks, a dress-up corner, small toilets, low hand rails, toy shelves, high chairs, and step-up steps and boxes.

Good peer relations are encouraged through sharing of toys, books, and snacks. Older children come to see the infants, and many activities are partnered. Activities are encouraged through verbal praise and song.

Sensorimotor and perceptual development are fostered by the use of mobiles, board-bells, drums, a floor maze (shapes and obstacles), and incense and ethnic foods. Language development is encouraged through readings, conversation, dramatics, big letters, foreign language records, singing, repeated rituals, specific commands with illustrations, and emphasis on use of full sentences. Activities and materials aimed at logical and conceptual development include boxes, non-verbal response, charting, gridding, potty chairs, diapers, word-picture relation, and fast and slow listening and talking. Art and music activities for infants include foreign language records, paintings to touch and see, television, foot-painting, glueing and pasting, string and clay constructions, dancing, and drama. All of these materials and methods are used within the curriculum structure discussed in detail in Notable Elements.

The prep school is for children three and four years old who are divided by age groups into different buildings. Five-year-olds are a smaller group, attending public school kindergarten half-day (some in the mornings, others in the afternoons). The curriculum is, again, that outlined in Notable Elements, but with different materials for the older children.

The facilities for the pre-schoolers are also inadequate. The three-year-olds are in an old chapel, with a high cathedral ceiling and makeshift dividers into class areas that are about five feet high. The four-year-olds are in the basement of the gym, with three separate rooms. The five-year-olds are housed in a small, narrow tunnel between the main building and the gym. The buildings are all very old, with poor heating and light facilities. Some decorations have been made by the parents.

Self-image is developed through use of Black dolls, posters, songs, rituals, mirrors, and talking activities. Stories are used extensively, and there is emphasis on honoring each child's decisions. The self-image is further enhanced by encouraging self-reliance; children are guided to see themselves as teachers, working with sets, role-playing, and being in charge of classes. Children serve themselves, have child-sized sinks, their own cardboard boxes for lockers, open shelves, paper plates and bowls, zipper boards, button boards, and their own sheets and blankets, for which they are responsible.

Good peer relationships are fostered through block and sandbox play, songs, sharing materials, corporate sculpture, partnerships in play and work, construction of collages, problem-solving, tunnels, and jump ropes.

Sensorimotor and perceptual development are encouraged through use of puzzles (galaxy, science, geography, shapes), felt boards,

scissors, clay and string constructions, pencil and chart manipulation, painting and touch manipulations. Language development makes use of the attendance count in the morning, organic reading methods, telling stories about events, and problem focus. There are two bilingual staff members. Pre-reading skills are developed through use of teaching machines, pictures, letter games, word cards, ditto sheets, rhyme, and labeling.

Activities aimed at logical and conceptual development include matching colors and shapes, relativity, mixed colors, sequence cards, and differences and similarities in pictures. Number concepts are developed through sets and matching numbers of sets done on chalk boards.

Field trips include going to the music conservatory, art museums, neighborhood walks, aquariums, suburbs, staff houses, nursing homes, Sears, the zoo, beaches, the airport, the train station, Chinatown, the Black Heritage Museum, and interschool visits.

Art, crafts, and music include painting, sculpturing, and listening to live music. Special equipment includes piano, drums, rhythm band instruments, records and record player, television, artifacts, masks, cloth, and sculpture.

Food

The nutrition program at 5th City is basically compensatory. Many of the children have iron and protein deficiencies. Food is served in the classrooms, but cooked in the main kitchen of the Institute and carried on trays by teachers to each room. This involves teachers going outside and carrying food back in all kinds of weather. A key must be used at all times because the doors are locked from the outside. Family mealtimes are not common in community homes, so the school tries to create a tradition of group eating and balanced diets.

The pre-school and school-age children get a morning snack, usually juice and cookies, a hot well-balanced lunch, and an afternoon snack of milk and crackers or cookies, a vegetable, fruit or cereal.

Infants are fed about 11:00 a.m. and given a morning and afternoon snack. They begin table food at about nine months, and by one year are usually feeding themselves. The infants are on a modified demand schedule, dependent on their expressed needs. The staff works to get them on a schedule which can be carried over to the home. Older children do not have access to food during the day except at snack and meal times.

All meals begin with a chant which everyone, even observers, are expected to join in heartily: 'Food is good, right? Right! Life is good, right? Right! All is good, right? Right! What do you say? It's OK. (repeated three times). Please be seated and put your napkin in your lap." The meal is closed with another chant. For the pre-school children there is no talking during meals: eating is a time of contemplation during a busy day.

Health Care

Health care is supplied through the 5th City Health Outpost, part of 5th City. Each child receives a checkup and inoculations upon entering the program and is checked by a doctor once a month thereafter. Emergencies are referred directly to the clinic. Health records are kept on all children.

Parent Involvement

Parents are involved in the Pre-school both as professional teachers and as volunteers. There is also parent participation through the Guilds and Guild Boards of 5th City. The Guild Board is responsible

for giving general direction to the school through their quarterly meetings. Guild Board decisions have stimulated such programs as the training of volunteers, uniforms for the children (and uniform wearing practices), drafting of rules and regulations, etc. The director estimates that approximately 5% of the parents are actively involved through the Guilds, and about 40% are indirectly involved.

In addition, Pre-school parents have their own organization, independent of the Guild, which has made curtains and decorated the schools, planned dinners and other social activities, and provided repairs and repainting. The parent organization has had a very positive effect on the school. Teachers feel that parent concern stimulates them to do a better job. Facilities have been upgraded, and attendance has stabilized as the parents have corne to realize the importance of consistent attendance for their children. Staff plans to send more material home with the children every day, to reinforce parent interest in the center. Since parent involvement has been stimulated, no more child recruitment has been necessary; word-of-mouth has filled the waiting list.

ORGANIZATION

Policymaking

Fifth City Pre-school policy is determined by two governing bodies. The first is the Ecumenical Institute, which is the primary funding source; the second is the Education Guild of the 5th City Community Organization. The Pre-school director is the primary liaison between these two bodies.

The basic philosophy of the school and its curriculum are determined by the Ecumenical Institute. Specific curricula to carry out that philosophy are developed by Institute staff and community residents who work at the Pre-school as teachers and teacher aides. The Guild and the Guild Board, composed entirely of residents and parents, make practical, operational decisions about the day-to-day running of the school.

Planning--Most of the center's planning is done by the director and the teachers, by concensus decision, in direct response to the needs and desires of the children and parents. Community desires regarding needs are directed to the school through the Guild Board.

Budgeting--No specific budget is predetermined for the Pre-school. Whatever amount of spending is not reimbursed by the federal government or any other outside funding source is absorbed by the Institute.

Staffing--The Ecumenical Institute in consultation with the 5th City Board of Managers is responsible for rotating the Institute staff and hiring and firing community staff, basing decisions on

recommendations of the director. The Institute staff do not receive salaries, but stipends, depending on whether or not they are married and how many children they have. Community staff are all paid the same salary. Everyone is rotated into all positions, so there are no promotions.

Operations--The director, the governing board, teachers and guild members are all responsible for establishing the curriculum. Director, parents and teachers jointly determine the daily program activities. While the overall format of the day's activities are the same for each class and age group, actual content varies from class to class, reflecting the creativity and ingenuity of each teacher.

The 5th City staff works as a corporate entity, and all decisions are made by them jointly.

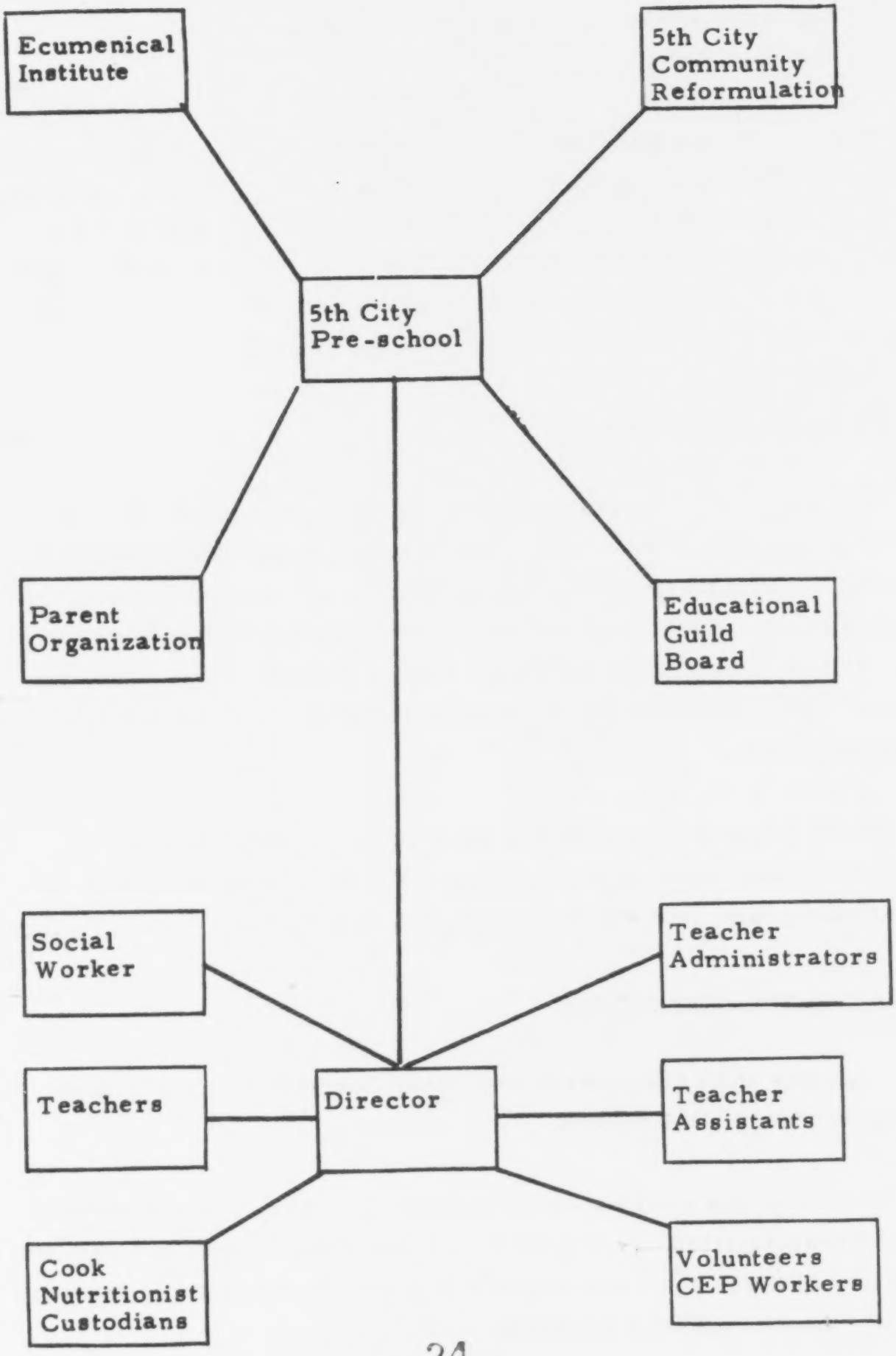
Staff Organization

The director is responsible for overall operations of the center, assuring the smooth functioning of the center, handling any crisis and meeting with outside agencies and possible resources. The director substitutes in classrooms, works with parents, children and staff, and fills in wherever necessary. It is a corporate staff, however, functioning by consensus decision, so that the director's role is somewhat limited to guidance and implementation of the decisions.

Each classroom has one teacher and one assistant teacher (usually a parent), plus any volunteers. Although they are overcrowded, 5th City would rather use extra money to take in more children rather than expand staff.

Staff are rotated into each classroom, although one teacher will usually stay with a group of children for about one year. There are also three administrative positions for teachers which involve

ORGANIZATION CHART



substituting in classrooms about 50% of the time. One teacher works on curriculum development, one is a co-director, assisting with administrative duties, and the third is responsible for supplies. All three are regarded as teachers and again, at some time all staff members serve in these capacities.

Volunteers are used as much as possible, and eight CEP workers, sponsored by the Department of Labor's Concentrated Employment Program, have been a great help. Volunteers also include high school students, parents and senior citizens. The older volunteers are considered a real treat for the children, especially at storytime. On an average day there are seven volunteers in the center.

Staff Meetings and Records

The whole staff meets four times a week, two weeks during the summer, plus different holidays. One meeting is for study (reading or teaching techniques), two for curriculum development, and one for decision-making. Center activities and children's problems are discussed, and each teacher is given the chance to lead discussions and meetings. Administrative decisions are communicated by meeting and memorandum.

At the present time there is no attempt to keep track of the children after they enter public school, although this is seen as a necessary program, one which they hope to begin soon.

Staff Training and Development

Training and development have been described in the Notable Elements section of this report.

Morale of the staff appeared extremely high. The staff's most obvious characteristics are age diversity and mutual trust and respect. Cooperation between staff and parents is good. A shortage of teachers is the only significant staff problem.

FIFTH CITY'S STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)
Total Staff (37 - 33.6 full-time equiv.)	1344	1083
Paid Staff (24 - 20.6 full-time equiv.)	824	615
DIRECTOR	50	15
SOCIAL WORKER	40	36
BOOKKEEPER	4	-
TEACHERS:		
CURRICULUM	40	20
SUPPLIES AND MATERIALS	40	20
ADMINISTRATION	40	20
TEACHERS (8)	320(40)	288(36)
ASSISTANT TEACHERS (6)	240(40)	216(36)
NUTRITIONIST	2/mo.	-
COOK	10	-
CUSTODIANS (2)	40(20)	-
In-Kind Staff (13 full-time)	520	468
CEP WORKERS (8)	320(40)	288(36)
VOLUNTEERS (5)	200(40)	180(36)

*Estimated

OVERALL PAID STAFF PROFILE

Education:

Graduate Work	1
B. A.'s	11
High School	7
11th Grade	5

Sex:

Male	5
Female	19

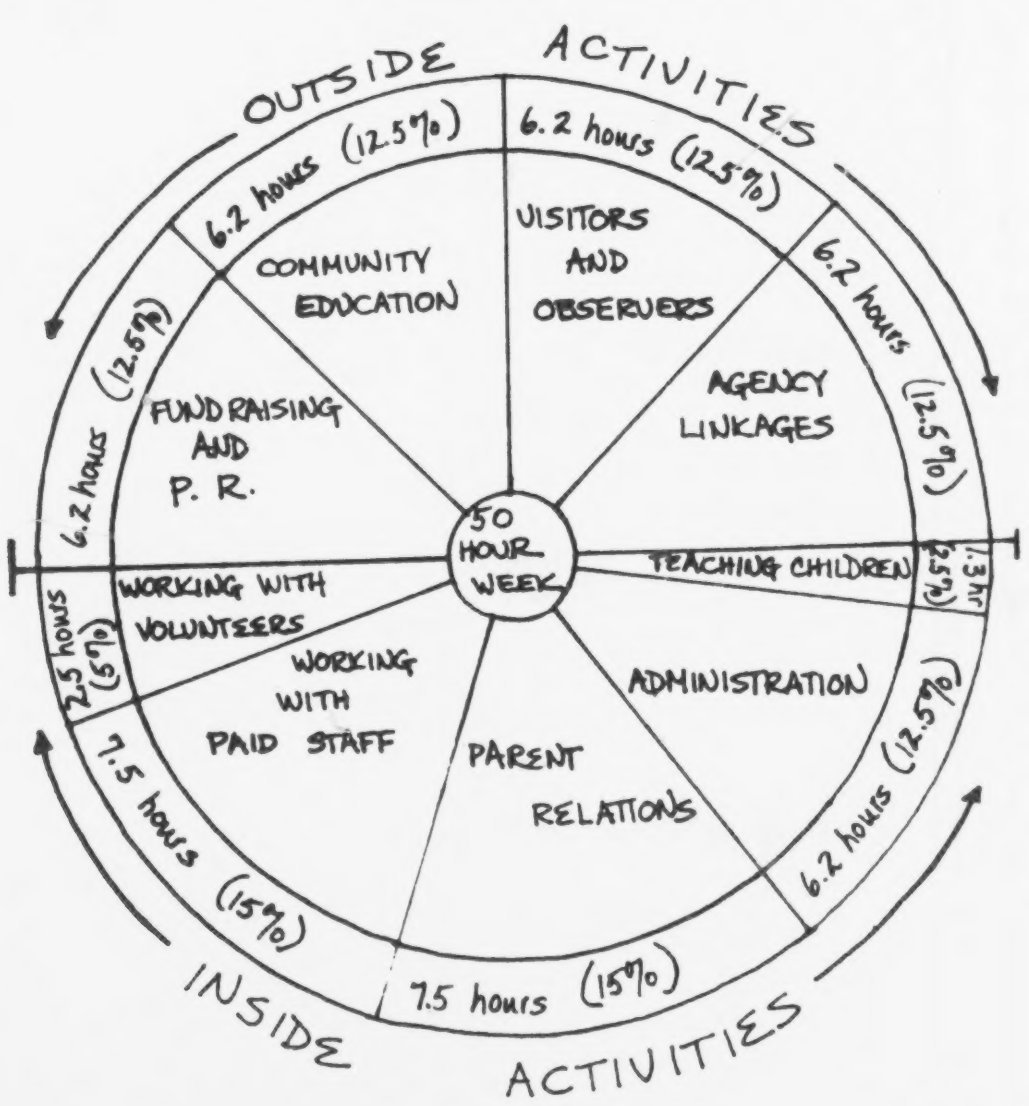
Ethnicity:

Anglo	18
Black	6

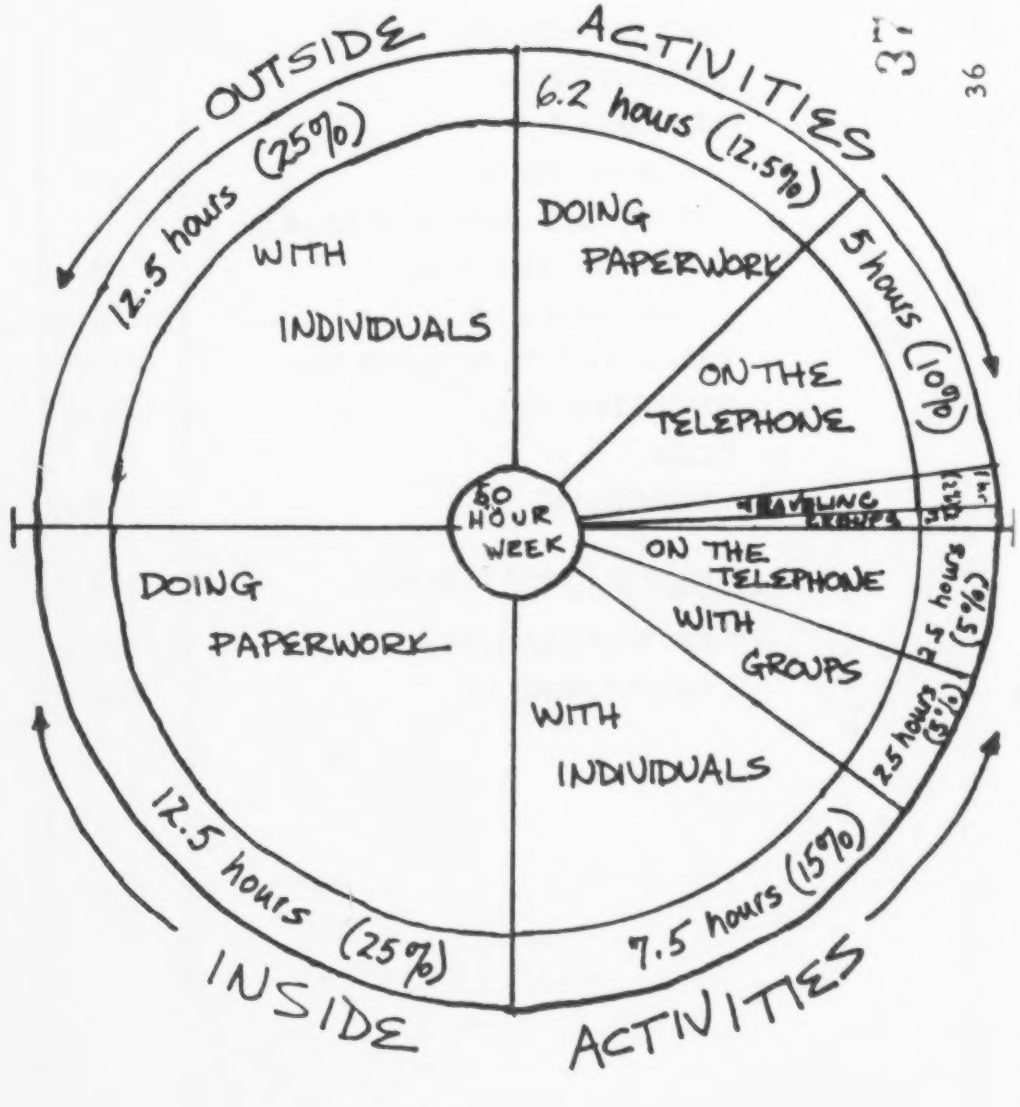
Parents of Project Children: 11

This is the way Fifth City Project Center's Director spends her time:

This is what she spends it on:



And this is how she spends it:



HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

5TH CITY ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hour	Personnel costs make up:
Standard Core	89%	$227,300	$1,154	$ .67	54% of $'s
Varying Core	1%	3,900	20	.01	90% of In-Kind
Occupancy	10%	25,000	127	.07	78% of Total ($ + In-Kind)
TOTALS	100%	$256,200	$1,301	$ .75	

*costs to nearest $100, % to 1.0

		% OF TOTAL	TOTAL	=	$ COST	+	$ IN-KIND
BASIC CARE	I. STANDARD CORE COSTS						
	A. Child Care and Teaching	69%	$175,700		$44,500		$131,200
	B. Administration	11%	28,900		11,200		17,700
	C. Feeding	9%	22,700		20,800		1,900
	II. VARYING CORE COSTS						
	D. Health	1%	3,900		3,900		-
	E. Transportation	-	-		-		-
	III. OCCUPANCY COSTS	10%	25,000		10,800		14,200
	TOTALS	100%	$256,200 (100%)		$91,200 (36%)		$165,000 (64%)

IN CONCLUSION

It seems reasonable to let parents speak about the impacts 5th City has made on their children and their family lives, and to let staff speak for themselves.

What parents like for their children:

> "She's going to be a singer and dancer--she's constantly doing this. When she's behaved well at school, the teachers say, Yay, Sandra!" "We do A-B-C's, sing and count together. We do some rituals at home, too." "I worked there as an aide and liked what I saw. I enrolled my daughter and because she liked it, she stayed."
>
> "It's more than a nursery school. It's a place where she can learn and express herself. She sings, writes, relates to people, does rituals, learns how to get along with other children. She decides what she wants to do." "Teachers are working for the betterment of the child, not for the salary." "The children are not beaten by the teachers." "The school has helped enlighten us all."
>
> "The teaching methods and curriculum used at the school are something I believe in." "She'll probably be a leader--she'll know how to decide." "They tell the kids they're 'great.'" "They have the best training methods for teachers, and teachers are also parents."
>
> "It teaches her to be open-minded. Children are helped to make decisions, and parents must also make rational decisions." "My child is slow to begin eating at home unless the ritual is said." "The curriculum helps broaden their minds and teaches them about the world. It teaches them to think." "The staff is a group of dedicated men and women. They have given up much to teach, and they believe in what they are teaching."
>
> "He's going to be hip. He's learning all he can at the school. They say, 'That's great,' when he does right." "When he's not good, he has to stand with his face to the wall, or they take his snacks away." "The curriculum is great--these are things that parents can't do all the time."

"I like the way they teach children--I've got three there now." "Any type of health care needed, they provide." "I like the consideration they have and the program itself." "She is more alive."

"They taught her to eat by herself." "He is being cared for physically--food, naps, toileting. He has contact with children from the Black community, and it's a positive experience. He has exciting trips and is encouraged to be independent in his own physical needs."

"She'll be an enthusiastic participator, intellectually able to learn in her age group, and she'll be independent, with a mind of her own. They give her responsibility in terms of jobs." "The emphasis is on the child's own role in deciding what her life is going to be."

"I am more willing to recognize her ability to do things for herself, and I've learned more creative ways of handling her." "Everyone is interested in the children. It's wonderful--no other school offers the same program."

What parents like for themselves:

"I can work, and I have time to rest and clean up after work." "The community organization helps people become part of the community. It helped me return to school." "As a representative of the Guild Board, I help OK the curriculum. The goals of the parents for their children are included in the program."

"I have been able to work full-time, and I know that he is being cared for." "If it weren't there, my income would be 20% less." "Most times parents have final approval in school-related matters." "I am working full-time."

"You can see accomplishments every day within the people of the community." "The parents decided on red uniforms for the children. I am in on parent meetings and the refreshment committee. It's good to meet other parents, see what they are doing, how they dress, etc."

"I am in a training program now, and I participate in festivals in the summer. The community organization helps with GED, employment, housing and day care." "Some parents are involved more than others, but it is possible for parents to be very involved." "I can work full days."

"I'm a volunteer. My daughter and I have both learned a great deal because of our association with the school." "I have more time to sleep--I work at night." "I attend all meetings and am willing to help in any way."

What parents don't like, or would like to see:

"I wish they didn't have a month of vacation." "They need more equipment." "I wish it opened earlier." "In the mass teaching situation there is less possibility for children to pursue independent interests." "Staff should encourage more community people to visit the school." "They need more money."

What staff has to say:

"Staff works and plans together." "A teacher must engage in preventive rather than punitive activities. A teacher need patience." "Praise and celebration are the major focus."

"We see ourselves as responsible to the families in terms of any kind of help we can offer." "Parent involvement makes it possible for them to see the program first-hand, and the help they give is most beneficial."

"This program is the possibility for mass education that our 20th Century needs now." "The group agrees on the plan to which it will be obedient until a new decision is made. Every teacher understands every role and can learn to play every role."

"The curriculum is very exciting." "The parents made the program change by being able to work with us at times." "You can't find many places where there's a program like this." "Increased parent interest means the school is now self-recruited and the children have regular attendance."

"Our school provides excellent training." "Through our structures the entire staff participates in decision-making." "I am learning more about children, staff dynamics, public speaking, public relations, curriculum writing, leadership, etc., than in any other job I have ever had." "Here they give you everything a teacher should be taught and should learn and know about before leaving."

> "The children of this community need most to build a positive self-image of themselves, to believe that they are unique, great, useful human beings. Physically, they need balanced meals and health care. Practically, they need intellectual tools to make it in the public schools."

Fifth City is an excellent example of how a community organization can function in the poorest sections of our large urban centers. There is strong cooperation between the school and the organization, with mutual referral systems and advocacy follow-up. The residents are actively involved in the Pre-school at the policy level through the community organization guild structure -- as teachers, volunteers and as part of the parent organization.

As for the quality of the center itself, it must be considered in the light of its overall philosophy. At the present time, it is adequately meeting a desperate need in the community under the most adverse conditions. It offers a great deal of hope for other similar areas. It is too soon, however, to judge the overall effectiveness of the school and the entire community organization in its attempt to reformulate the inner city.

APPENDIX

The Appendix consists of illustrative materials drawn directly from the center. Included are:

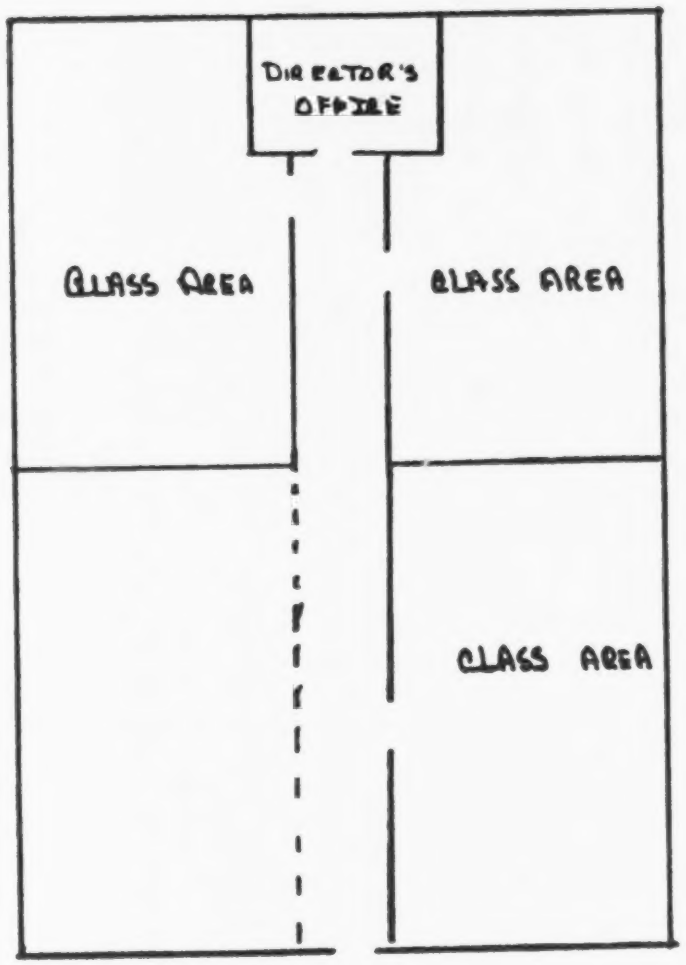
Floor Plans by Age Group
Daily Time Design
Ritual Songs and Chants
Teachers' Week Outline
Proposed 3 Month Community - Teacher Training
Fifth City Organization Chart
Fifth City Map
Health Outpost Identification Card Poster

More detailed information about the Ecumenical Institute, 5th City Community Organization and Imaginal Education can be acquired by writing to:

Director
5th City Pre-School
3444 W. Congress Parkway
Chicago, Illinois 60624

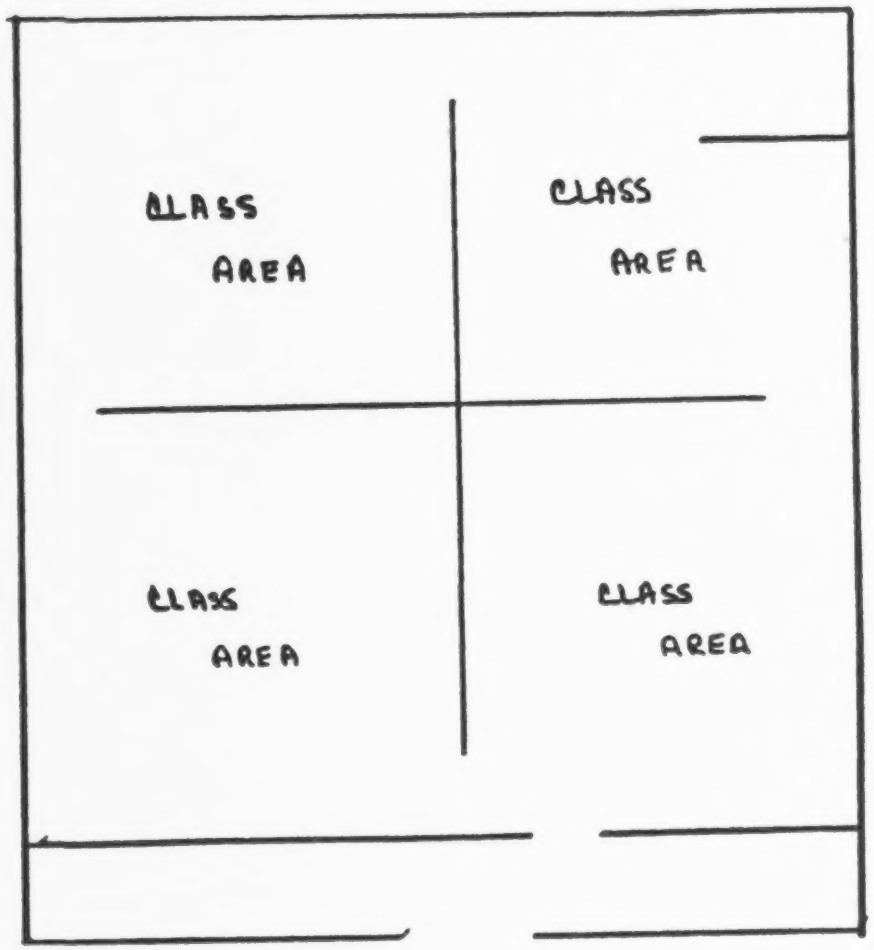
FLOOR PLANS - AGE GROUP

PREP SCHOOL (4 YRS.)



GYM BASEMENT

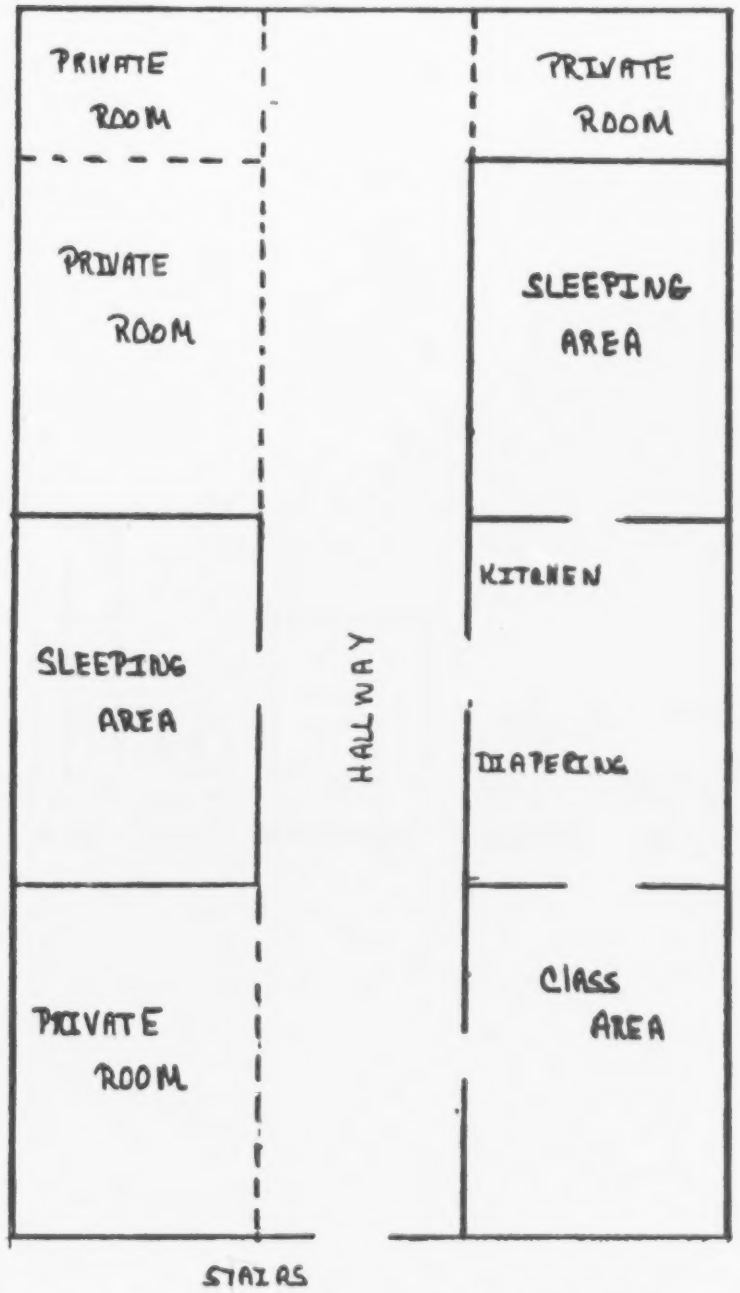
PREP SCHOOL (3 YRS.)



CHAPEL

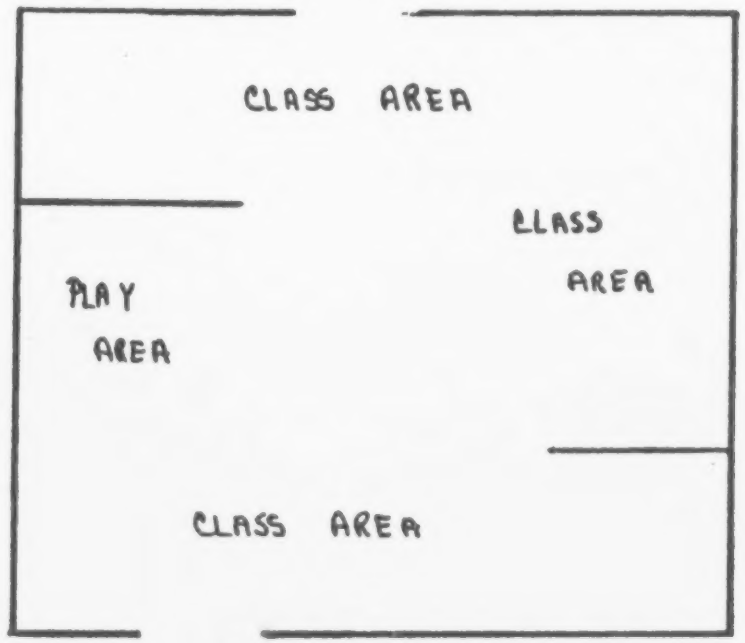
Floor Plans - Age Group

INFANT SCHOOL (1-12 MO.)



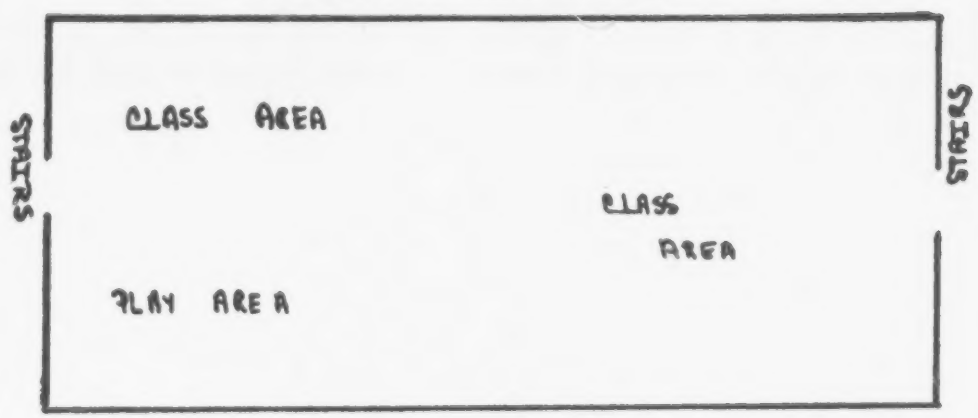
MAIN BUILDING

MINI SCHOOL (1-2 YRS.)



MAIN BUILDING

KINDER SCHOOL (5 YRS)

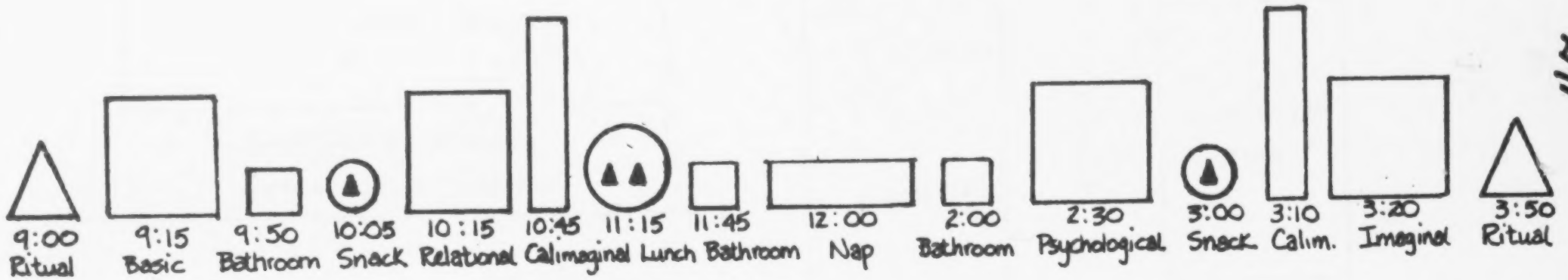


KINDER TUNNEL

THE PRESCHOOL DAY

FALL '70

Daily Time Design



5th CITY PRE-SCHOOLING INSTITUTE

SONGS & RITUALS

I. RITUALS

A. Opening ritual

1. Drums of the City
   This is the drum of the city,
   This is the drum of the city,
   It says to us that we can live,
   Let's be the drum of the city! Yeah!!!

2. Universe man (Tune: This land is your land)
   We are the black man, we are the red man,
   We are the brown man, we are the yellow man,
   We are the tan man, we are the white man,
   This is the land for you and me!
   Chanted: Black man! Red man! Brown man! Yellow man!
   Tan man! White man! Universe man!

3. We are in 5th City Pre-school
   We are in 5th City Pre-school,
   Out in Chicago West,
   We sing our song to greet each brand new day,
   We dream our dreams and we dance our YES!

4. Chant
   This is the day we have-
   This is the day we have-
   We can live thid day or throw it away-
   This is the day we have-
   So pick up this day and LIVE!

5. Good morning, everybody
   Good morning, everybody,
   Good morning, everybody,
   We are glad to see you!

B. Closing ritual

1. Drums of the City

2. Chicago is a Wonderful Place
   Chicago is a wonderful place,
   The west side's where we live, yeah, yeah, yeah!
   Chicago is a wonderful place,
   The west side's where we live-
   So sing all you people, life is here to love,
   So sing all you people, life is here to live,
   Oh, Chicago is a wonderful place,
   The west side's where we live everybody,
   The west side's where we live everybody,
   The west side's where we live, Yeah!

3. Good bye, everybody, good bye everybody,
   We'll see you Tuesday morning!

C. Meal/Snack ritual

L. Food is good, right?
C. Right!
L. Life is good, right?
C. Right!
L. All is good, right?
C. Right!
L. What do you say? — Repeat 3 times
C. It's OK!

D. Meal closing ritual

1. -Who are you?
I'm the greatest!
-Where are you?
In the universe!
-Where are you going?
To bend history!

2. No more bread and butter,
No more food to eat,
Let's all take our shoes off,
And lie down ready to sleep.

II. CHANTS

A. Hey! Hey! What do you do?
The whole world is watching you!

B. John, John, he's an iron man-
You can do it, John, you can! You can!

C. Hey! Hey! I'm alive!
I just got back from City Five!

D. Hold your head up! Hold it up high!
Fifth City Pre-School is marching by!

III. SONGS

I LOVE 5th CITY (Tune: I love the flowers)

I love 5th city,
I love the planet earth,
I love this day and time,
I love the universe,
I'm always ready to see this world of ours,
I'll tell you, man, I like it here,
I'll tell you, man, I like it here. Yeah!

I LIVE IN 5th CITY

1. I live in 5th city, - The west side is my home,
I live in 5th city, - Won't leave it alone.

Chorus: We're gonna build it for Chicago,
We're gonna give it to the world,
We're gonna build it for Chicago,
We're gonna give it to the world.

2. Out here in 5th city-
We are all at work,
Building for the future-
A task we will not shirk.
Chorus

3. People of 5th city-
The task they understand,
Creating a new life style-
To take to every land.
Chorus

4. People of 5th city-
Are black and that is great,
We're gonna give our blackness to the world-
And the world will celebrate.
Chorus

TEACHERS' WEEK — P.S.I.

ORGANIZATION				
TEACHING				
Gun Meeting Curriculum writing and practics by teams	Curriculum Writing by teams	Trips	Study Session	Corporate Meeting
TEACHING				
RE-ORGANIZATION				

PROPOSED 3 MONTH COMMUNITY - TEACHER TRAINING

	RECOGNITION				REPRODUCTION				RELATIONSHIP			
Theoretics	RSI art form	CS I	Negro Heritage	5th City	Imaginal Education	Local School	Curriculum Building	Revolutionary teaching	Nation & World	Social & History	Community Model Building	Community Leaders Style
Practics in meal conversation	rituals songs stance	under-standing children	communi-ty reformulation	observing teachers	image explosion	responsi-bility	children's problems	world's need	Basic Curriculum & tools	Relational Curriculum	Psychological Curriculum	Imaginal Curriculum
Experience	observe morning stake/ guild attendance	observe afternoon	observe, aid games, line ups. a.m.	ditto p.m. supervise lunch	teach psychological. visit all homes.	teach relation. trip	teach basic one area	teach imaginal interview at local school	teach morning major guild/stake responsibility	teach afternoon local trips to relate offices	2nd teach entire day. role in praesidium	total class responsibility

FIFTH CITY COMMUNITY ORGANIZATION

STRUCTURES FOR LOCAL URBAN CORPORATENESS

A. COMMUNITY CONGRESS B. OPERATING PRESIDIUM C. GUILD CONSTRUCT D. STAKE COMPLEX

A. 5TH CITY CONGRESS

quarterly town meeting

DISCUSSION
ACCOUNTING
PLANNING

B. FIFTH CITY PRESIDIUM

160 volunteer leaders

motivation representation direction

BOARD OF MANAGERS
full time administrators

D. STAKE COMPLEX

LOCAL CORPORATE URBAN CARE

COLLECT
DISSEMINATE
REFER
DATA

I. STAKE FAR WEST	QUAD 1	QUAD 2	QUAD 3	QUAD 4
II. STAKE NORTH CENTRAL	QUAD 5	QUAD 6	QUAD 7	QUAD 8
III. STAKE SOUTH CENTRAL	QUAD 9	QUAD 10	QUAD 11	QUAD 12
IV. STAKE NORTH EAST	QUAD 13	QUAD 14	QUAD 15	QUAD 16
V. STAKE SOUTH EAST	QUAD 17	QUAD 18	QUAD 19	QUAD 20

C. 5TH CITY GUILD CONSTRUCT

COMPREHENSIVE–COORDINATED–CONCRETE ACTION

LOCAL CORPORATE URBAN POWER

I ECONOMIC GUILD	II EDUCATIONAL GUILD	III SYMBOLIC GUILD	IV SOCIAL GUILD	V POLITY GUILD
1 BOARD health	5 BOARD pre-schooling	9 BOARD arts compend	13 BOARD youth development	17 BOARD human liberties
2 BOARD consumer services	6 BOARD public schools	10 BOARD ensemble combine	14 BOARD student union	18 BOARD urban services
3 BOARD income resources	7 BOARD functional education	11 BOARD drama dome	15 BOARD social development	19 BOARD civil relations
4 BOARD redevelopment	8 BOARD world academy	12 BOARD culture nexus	16 BOARD community foundation	20 BOARD community organization

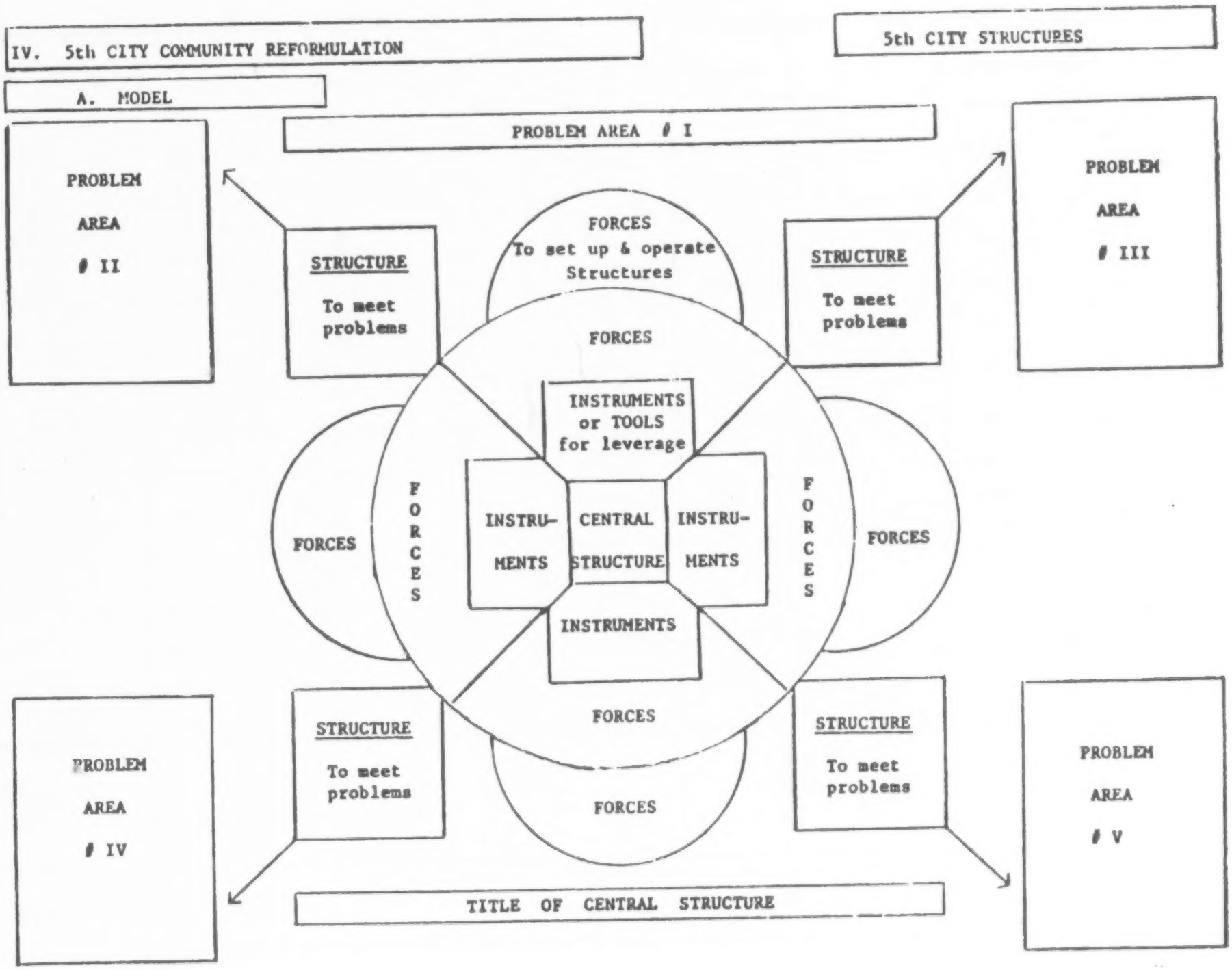
5th CITY SOCIAL MODEL

DESIGN FOR LOCAL URBAN REFORMULATION

5 SOCIAL CONSTRUCTS 20 SOCIAL STRUCTURES 80 SOCIAL AGENCIES

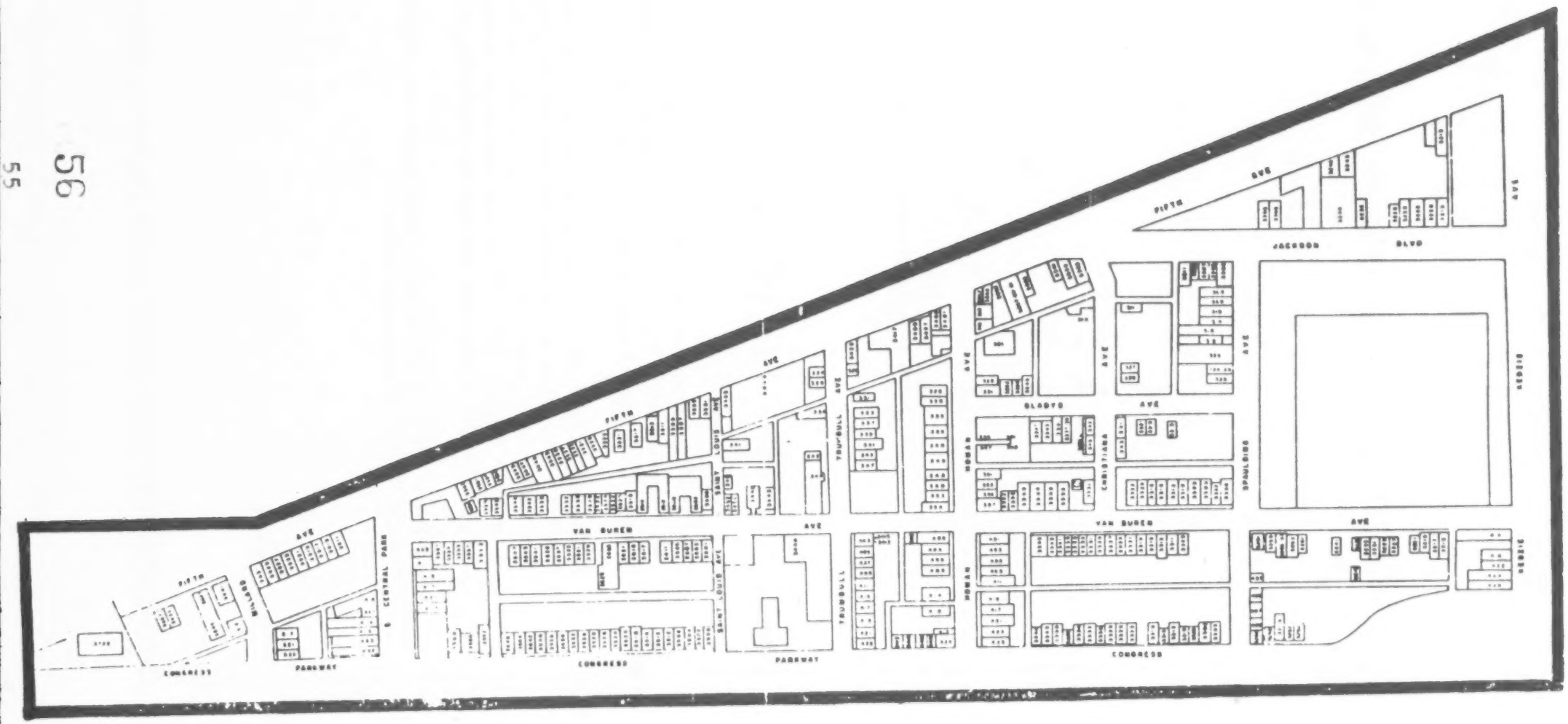
ORDER
DIRECTION
POWER

URBAN ECONOMY TRUST		CENTER OF URBAN EDUCATION		LYCEUM OF URBAN ARTS		MATRIX OF URBAN STYLE		URBAN POLITY CENTRUM	
I NEIGHBORHOOD HEALTH OUTPOST	HOME CARE SERVICE	V COMMUNITY PRE SCHOOLING INSTITUTE	NEIGHBORHOOD INFANT SCHOOL 17	IX VISUAL ARTS COMPEND	INTENTIONAL ARTISTRY STUDIO 33	XIII YOUTH DEVELOPMENT CORPS	NEIGHBORHOOD STARFIRE JETS 49	XVII HUMAN LIBERTIES COUNCIL	LOCAL PEACE COMMISSION 65
	LOCAL HEALTH CLINIC 2		COMMUNITY MINI SCHOOL 18		SOCIAL CRAFTS WORKSHOP 34		COMMUNITY THUNDER JETS 50		LEGAL AID CLINIC 66
	PUBLIC HEALTH EXCHANGE 3		5th CITY PREP SCHOOL 19		NEIGHBORHOOD ARTS SEMINAR 35		URBAN SABRE JETS 51		CIVIL RIGHTS ASSOCIATION 67
	HEALTH PROMOTION AGENCY 4		URBAN KINDER SCHOOL 20		5th CITY ARTS EMPORIUM 36		5th CITY YOUTH SET 52		SOCIAL RESEARCH LAB 68
II CONSUMER SERVICES ASSOCIATION	CONSUMER EDUCATION CENTER 5	VI PUBLIC SCHOOLS AUXILIARY	COMMUNITY TEACHERS UNION 21	X FIFTH CITY ENSEMBLE COMBINE	COMMUNITY TALENT LAB 37	XIV URBAN STUDENT UNION	STUDENT ACTION LEAGUE 53	XVIII URBAN SERVICES OFFICE	PUBLIC MAINTENANCE COMMISSION 69
	QUALITY COMMUNITY GROUP 6		URBAN EDUCATION LABORATORY 22		FOLK ART COMMONS 38		HIGH SCHOOL HOUSE 54		VITAL SERVICES AGENCY 70
	BUSINESS DEVELOPMENT BUREAU 7		LOCAL SCHOOL COMMISSION 23		5th CITY ENSEMBLE COMPANIES 39		YOUNG OUTSIDERS CORPS 55		NEIGHBORHOOD CONTROL BOARD 71
	CONSUMER PROTECTION BOARD 8		FIFTH CITY TUTORAGE 24		BLACK ART CABARET 40		UNIVERSITY STUDENT EXCHANGE 56		URBAN ASSISTANCE EXCHANGE 72
III INCOME RESOURCES BUREAU	OUTPOST EMPLOYMENT OFFICE 9	VII FUNCTIONAL EDUCATION CENTRUM	IMAGINAL EDUCATION COMPLEX 25	XI URBAN DRAMA DOME	REPERTORY THEATER ACADEMY 41	XV SOCIAL DEVELOPMENT CENTER	YOUNG CITIZENS SYNDICATE 57	XIX CIVIL RELATIONS COMMISSION	NEIGHBORHOOD VOTERS LEAGUE 73
	JOB DEVELOPMENT CENTER 10		BASIC LEARNING CENTER 26		COMMUNITY IMPROVISATION THEATER 42		INDIVIDUAL REHABILITATION CENTER 58		COMMUNITY INFORMATION CENTER 74
	FISCAL SERVICES MART 11		URBAN CITIZENSHIP SCHOOL 27		LITERARY ARTS GUILD 43		FAMILY SERVICES BUREAU 59		LEGISLATOR RELATIONS OFFICE 75
	COMMUNITY ECONOMICS COMMISSION 12		CAREER DEVELOPMENT OFFICE 28		FIFTH CITY PLAYHOUSE 44		COMMUNITY ELDERS UNION 60		LEGISLATION PROMOTION CORPS 76
IV FIFTH CITY REDEVELOPMENT CORPORATION	PROPERTY REHABILITATION CARTEL 13	VIII URBAN WORLD ACADEMY	5th CITY SERVICES SCHOOL 29	XII COMMUNITY CULTURE NEXUS	URBAN CULTURE EXCHANGE 45	XVI FIFTH CITY COMMUNITY FOUNDATION	URBAN STYLE CENTRAL 61	XX FIFTH CITY COMMUNITY ORGANIZATION	COMMUNITY GUILD CONSTRUCT 77
	[illegible] 14		COMMUNITY REFORMULATION CENTER 30		COMMUNITY FESTIVITIES COMPLEX 46		SOCIAL SERVICES AGENCY 62		NEIGHBORHOOD STATE CONSTRUCT 78
	[illegible] 15		URBAN LEADERSHIP ACADEMY 31		SCHOOL CULTIVATION BUREAU 47		PUBLIC RELATIONS OFFICE 63		CITIZENS GENERAL PRESIDIUM 79
	[illegible] 16		INNER CITY EXPERIMENTAL UNIVERSITY 32		COMMUNITY DESIGN CENTER 48		5th CITY EXTENSION [illegible] 64		FIFTH CITY [illegible] 80


IV. 5th CITY COMMUNITY REFORMULATION
5th CITY STRUCTURES
A. MODEL
PROBLEM AREA # I
PROBLEM AREA # II
STRUCTURE To meet problems
FORCES To set up & operate Structures
STRUCTURE To meet problems
PROBLEM AREA # III
FORCES
INSTRUMENTS or TOOLS for leverage
FORCES
FORCES
INSTRU-MENTS
CENTRAL STRUCTURE
INSTRU-MENTS
FORCES
FORCES
INSTRUMENTS
FORCES
PROBLEM AREA # IV
STRUCTURE To meet problems
FORCES
STRUCTURE To meet problems
PROBLEM AREA # V
TITLE OF CENTRAL STRUCTURE

5th CITY

A PROJECT IN
COMMUNITY REFORMULATION
THE ECUMENICAL INSTITUTE



5th City Spectator

Economic
I A
no. 1

HEALTH IDENTIFICATION CARD

WHY HAVE A HEALTH CARD?

The 5th City Health Card identifies you as a resident of 5th City. With it, you qualify to take advantage of all the medical services offered at the Neighborhood Health Outpost. These include Doctor's examinations, home care, free chest X-ray, TB and Lead testing.

A Home Visitation team, made up of personnal from the Health Outpost and local stake leaders, will be calling on you soon to acquaint you with all these services. They will give you your personal Health Identification Card at that time. You may also call the Health Outpost to request a home visit or even stop by the Health Outpost at 3352 Jackson Boulevard to pick up your card. You will need proof of 5th City residence.

The card will be all you need to receive quality and inexpensive medical services right here in 5th City. Take advantage today.

Get Your Health Card Today – Call 638-5852

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END